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ABSTRACT

Thirty exemplary vocational guidance and counseling projects funded in Virginia through Title II (Vocational Education) are described. Ten of the projects were designed to increase sex equity in vocational guidance, counseling and education programs. Eleven were designed to encourage business/guidance exchange of personnel and information. The remainder were developed to increase vocational guidance and counseling services for the handicapped. Each summary includes the project's objectives, methodology, and the name, address, phone number and institutional affiliation of the project director. (JAC)

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EXEMPLARY VOCATIONAL GUIDANCE PROJECTS IN VIRGINIA

(1979-80 Project Abstracts)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CG014376

INTRODUCTION

During the 1979-80 school year, 30 exemplary vocational guidance and counseling projects were funded in the Commonwealth of Virginia through Title II (Vocational Education) of Public Law 94-482. Ten of the projects were designed to increase sex equity in vocational guidance and counseling and vocational education programs, 11 were designed to encourage business/guidance exchange of personnel and information, and nine were developed to increase vocational guidance and counseling services for the handicapped. Enclosed is a brief summary of each of the exemplary projects. Each abstract includes the project's objectives, methodology, and the name, address, institutional affiliation, and phone number of the project director. It is hoped that these abstracts and the experiences of the educational institutions represented will stimulate others to initiate programs of their own to increase sex equity in career counseling, encourage closer business/guidance working relationships, and/or expand vocational guidance and counseling services for the handicapped. The overall supervision of these grants was provided by the College of Education at Virginia Polytechnic Institute and State University, Blacksburg, Virginia.

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SEX EQUITY

ABSTRACT

Bias Reduction Activities in Vocational Education - Phase II
(BRAVE)

Bath County Schools

Project Director: Ms. Gail S. Johnson
Administrative Assistant
Warm Springs, VA 24484
Phone (703) 839-2722

Objectives:

1. To reproduce slide-tape presentations developed during phase one of this project.
2. To make loan copies of slide-tape presentations available to other school divisions.
3. To continue the inservice program for the community implemented during phase one of the project.
4. To continue the student activities implemented during phase one of project.
5. To maintain the non-traditional career center and evaluate new materials to add to the existing materials.
6. To collect data on vocational enrollments by sex and to evaluate the effects of the project over a longer period of time.

Methodology:

This is basically a follow-up project to the BRAVE project conducted in 1978-79. The slide-tape presentations and non-traditional career center developed last year would be utilized to greater advantage through this project. Continued implementation of the materials purchased and developed under Phase I for a second year would provide students and staff with a greater opportunity to become familiar with these resource materials.

Contribution to Vocational Guidance and Counseling:

This project will contribute to reducing sex stereotyping and sex bias in vocational education programs by educating the students, community, counselors and instructional staff. Vocational Counselors will gain a better understanding of the non-traditional careers available in the working world. In addition they will be provided with suitable resource materials and multi-media presentations to convey this reality to prospective vocational students.

ABSTRACT

Identification & Elimination of Sex Stereotyping & Sex Bias in Vocational Guidance and Counseling at Osbourn High School

Manassas City Schools

Project Director: Dr. John R. Rose, Supervisor of Special Services
9108 Church St.
Manassas, VA 22110
Phone 361-0166

Objectives:

The objectives of this project are as follows:

1. To provide personal and career inservice programs for counseling personnel and vocational faculty members.
2. To expand the materials and resoruces in the newly developed career center.
3. To initiate an "on-the-job" career awareness program with an emphasis on non-traditional sex-role worker models.

Methodology:

The first step to eliminate sex bias and discrimination must start on local levels through the educational institutions. Counselors, being a logical choice to function as change agents between the faculty, students and community, will be able to assume this role more effectively through training from both the state education department resources and by visitations and observations of successful nonsexist systems now in effect. In cooperation with the vocational personnel, change will be effected through additional training programs for the faculty. Increased awareness through counseling plus an up-to-date career resource center make up the first two steps toward elimination of sex bias. The materials and literature purchased to expand the career resource center will be examined and screened for bias free information. Finally, the third step toward the elimination of sex-role stereotyping will be job visitations and observations of non-traditional worker models by a varied sampling of pupils including handicapped students.

Contribution to Vocational Guidance and Counseling:

The goals of an education system and a counseling program should be to assist each student to realize his/her greatest potential and become a self-aware, fully functioning individual in today's society. Counselors play a unique role in this objective in that they are in the position of advising and influencing course selection and career preparation. This project will, through education and training programs for the counseling staff, attain increased equality of opportunity for all students in the school district. The training programs will be extended to include counselors from the junior high school and vocational instructors at the high school level. Social change will be affected in that biases and prejudices will be addressed beginning within Osbourn High School and reaching through the junior high school into the community.

ABSTRACT

Involving Middle and Secondary School Classroom Teachers in Sex Equal Vocational Guidance and Counseling Programs In Montgomery County, Virginia

Montgomery County Schools

Project Director: Dr. Claire Cole
Guidance Counselor
Blacksburg, Middle School
Blacksburg, Virginia 24061
Phone (703) 552-2401

Objectives:

This project focuses on four areas at the middle and secondary levels: teacher preparation for sex-equal career education; math anxiety; sex-equal career education for educable mentally retarded (EMR) classes; and career resource centers. The objectives of the project are as follows:

1. To introduce teachers at the middle and high schools to the effects of sex stereotyping and sex bias in career education.
2. To teach selected middle and secondary level classroom teachers methods and materials for sex-free career education in their subject areas.
3. To make teachers, especially in math and science, aware of the existence of and effects of math anxiety and its consequences for future career options, especially for women.
4. To develop a model program to prevent/reduce math anxiety in a sixth grade math class.
5. To provide sex-equal career education materials and activities for students enrolled in middle and secondary level EMR classes.
6. To maintain and to expand the career resource centers begun in each middle and secondary school.

Methodology:

All teachers in the middle and high schools will receive information on the effects of sex stereotyping and sex bias and of math anxiety on students' career development. Three teachers from each school will be enrolled in an in-service course to teach them how to do sex-equal career education. A model program to reduce or prevent math anxiety will be initiated at Blacksburg Middle School. Materials and field trips will be provided for EMR classes. Career resource centers will receive some materials.

Contribution to Vocational Guidance and Counseling:

Teachers should have an awareness of effects of math anxiety and of non-sex-equal career education on their students' future career options. A trained group of teachers, along with those previously trained, will form a resource team in each school for sex-equal career education.

ABSTRACT

"Options" a Project to Eliminate Sex Bias and Stereotyping in Vocational Guidance and Counseling

Piedmont Virginia Community College

Project Director: Dr. Jacquelyn B. Tulloch
Coordinator of Counseling
Rt. 6, Box 1-A
Charlottesville, VA 22901
(804) 977-3900 ext. 311

Objectives:

1. To develop and implement for PVCC students a series of intrusive activities designed to challenge and reduce the impact of sex stereotyping and bias in the career/life planning process.
2. To provide training opportunities for college counselors, faculty, staff and administration which assist these persons to eliminate attitudes, behaviors and materials which perpetuate sex bias and stereotyping.
3. To provide opportunities for persons whose behaviors and attitudes have direct effect on potential and current PVCC students to become more aware of the nature and impact of sex stereotyping and bias on the career choices of men and women.

Methodology:

1. Develop and produce for PVCC students a "Career Decisions Week," a series of credit awarding seminars, role models and career related curriculum materials which challenge sex stereotyping and bias in the career/life planning process.
2. Develop and sponsor inservice programs for PVCC counselors, faculty administrators and support staff which shall focus upon sex stereotyping and bias as they relate to the topics of: admissions, career and academic assessment, counseling, instructional aids, classroom and social interactions.
3. Plan and conduct an inservice program for public school personnel on the relationship between math anxiety, sex bias/stereotyping and the career decision making process.
4. Sponsor a program for personnel directors on attracting and retaining women and minorities in non-traditional jobs.

Contribution to Vocational Education:

This project will contribute to sex equity in vocational education by providing inservice training for PVCC counselors, faculty and staff; providing proactive programs and materials which attempt to impact the career choice process of students and increasing awareness of target groups within the community whose attitudes have direct bearing on the career planning of potential and current PVCC students.

ABSTRACT

ing Vocational Guidance and Counseling

Norfolk Technical Vocational Center

Project Director: Mr. Edward L. Daughtrey
Principal
1330 N. Military Highway
Norfolk, VA 23502
Phone (804) 461-5516

Objectives:

1. To produce audio-visual material aimed at eliminating sex bias and sex stereotyping in vocational education.
2. To increase Norfolk secondary student's knowledge of non-traditional careers.
3. To plan, implement and develop an inservice education program for the guidance and counseling staff in Norfolk secondary schools to increase sex equality in guidance and counseling.
4. To plan, implement and develop an inservice education program for instructional and administrative staff of Norfolk Technical Vocational Center to increase sex fairness in instructional programs and practices.
5. To plan, implement and develop an inservice education program for instructional and administrative staff in Norfolk secondary schools to encourage sex fairness in instructional programs and practices.
6. To plan, implement and develop parent programs to increase awareness of sex equity in vocational counseling and educational programs.
7. To increase enrollment at Norfolk Technical Vocational Center of students in non-traditional areas of study.
8. To select, purchase and develop materials and initiate career information resource centers at each secondary school in Norfolk Public Schools concentrating on non-traditional careers for females and males.
9. Entire program to serve as a model for sex equity programs in Tidewater public schools.

Methodology:

The project will produce audio-visual materials depicting males and females in non-traditional roles. Included in the film will be students in non-traditional classes; graduates from non-traditional classes; individuals in non-traditional jobs; female pre-apprentices from Norfolk Technical Vocational Center and non-traditional apprentices. Inservice activities will be held for the staff of Norfolk Technical Vocational Center, the home schools and the central office staff including the School Board. Developed audio-visual materials which promote sex equity in vocations will be provided each home school in the Norfolk School Division.

Additional information may be obtained by contacting Mrs. Phylis Priebe, Counselor, Norfolk Technical Vocational Center, 1330 North Military Highway, Norfolk, Virginia, 23502.

Contributions to Vocational Education:

A program promoting sex equity in vocational education which will reach students, teachers, counselors, school administrators, families of students and the Tidewater area in general.

ABSTRACT

Improving Vocational Guidance and Counseling

Poquoson School System

Project Director: Ms. Patricia Kimsey
Counselor
Poquoson High School
Poquoson, VA 23662
Phone (804) 868-7123

Objectives:

1. To select, purchase, and develop materials and initiate a career information resource center concentrating on non-traditional careers for females and males.
2. To plan, implement, and develop an inservice education program for the administrators, guidance and counseling staff in City of Poquoson Public Schools to increase sex equality in vocational guidance and counseling.
3. To develop non-traditional career days (weeks) and other such activities to promote sex equality in the occupational choices of males and females.
4. To develop a speakers bureau of persons involved in non-traditional careers to serve as guest speakers in classes, participants in career day activities and serve as work observation and cooperative education work site supervisors.
5. To analyze course enrollments in order to identify disproportionate distributions of females and males.

Methodology:

Inservice programs for administrators, counselors and vocational teachers will be conducted to insure that sex equality is present in regards to counseling, decision making, selection and placement of students. Consultants and audio-visual materials will be utilized when appropriate.

The non-traditional Career Information Centers, to be in conjunction with the Career Information Centers already established, will be developed to provide information to administrators, counselors, vocational education teachers and students. The speakers file and the non-traditional career month will provide information and materials to facilitate the combination of all the objectives.

Contribution to Vocational Guidance and Counseling:

Guidance and counseling personnel and programs play a central role in the orientation, decision making, selection, and placement of students in vocational education programs and entry level jobs. If sex equality is to be assured in vocational education programs, then it must also be assured in vocational guidance and counseling programs. This project will contribute

to sex fairness in vocational guidance and counseling by providing in-service education training for the guidance and counseling staff, administrators and vocational education teachers, evaluation of new guidance materials for sex bias and sex stereotyping, and purchase of appropriate materials.

ABSTRACT

Confronting Barriers to Equitable Education

Radford University

Project Directors: Dr. Joseph A. Kloba, Associate Professor Education, Program Leader, Counseling and Student Development
Ms. Diane Millett, Assistant to the Vice President for Academic Affairs, Director-Office of Equal Opportunity Programs
Norwood Street
Radford, VA 24142
Phone (703) 731-5382

Objectives:

This project will reduce sex and handicap bias in selected Radford University programs, and will provide a vocationally oriented module to help "undecided" majors generate a vocational goal and an academic major by:

1. Developing a slide-tape program which illustrates campus and program accessibility and vocational/career options for disabled students.
2. Organizing, designing and implementing two experiential Institutes for the in-service training of the School of Education faculty and Student Affairs professionals, developed to reduce sex, race, and handicap stereotyping.
3. Developing and printing a brochure describing disabled student services and career awareness programs geared toward disabled students.
4. Planning and producing a video-tape learning module for "undecided" college level students that demonstrates the development of a personal work function preference profile and methods of employing this profile to selected jobs in professional, technical and managerial work environments.

Methodology:

1. A script of significant factors for the slide-tape presentation will be prepared. Several disabled employees in Virginia who have college degrees will be identified and a 15-20 minute slide-tape presentation will be developed. The slide-tape presentation will be field tested and evaluated with a group of students and counselors.
2. In cooperation with the Dean of the School of Education and the Vice President for Student Affairs, Radford University will implement and evaluate two Institutes to experientially reduce stereotyping using the BORN FREE model.
3. In cooperation with an advisory committee of Student Affairs staff, the Equal Opportunity Programs Office and the Publication Office, the project will develop an appropriate recruitment/retention brochure for disabled students particularly designed to expand career/occupational options.

4. A comprehensive video script will be developed to include (1) a review of the work functions from the DOT; (2) questions designed to assist students in completing a work function preference profile; (3) various people (particularly women, racial minorities and handicapped) employing various work functions in professional, managerial and technical jobs and; (4) an analysis of work functions related to academic majors and available to Radford University students.

Contribution to Vocational Education:

A means of expanding options for disabled students and assisting students in overcoming their own stereotypic notions regarding their capabilities and limitations. Additionally serving crucial needs in faculty and staff to receive timely training in expanding options for all students. Finally, expanding options for and assisting undecided majors in making their career choice with information that is free of sex, race and handicap bias.

ABSTRACT

Improving Vocational Guidance and Counseling

Southwest Virginia Community College

Project Director: Mr. Frank Horton
Coordinator of Community Services
Box SVCC
Richlands, VA 24641
Phone (703) 964-2555

Objectives:

1. To plan, implement, and develop an inservice education program (for the guidance and counseling, advising, and instructional staffs of area educational institutions and social service agencies) to increase sex equality in vocational guidance and counseling.
2. To plan, implement, and develop an inservice education program (for the guidance and counseling, advising, and instructional staffs in area educational institutions and social service agencies) to increase sex fairness in instructional programs and practices.
3. Through the inservice program, to analyze and evaluate individual and group vocational guidance and counseling procedures for sex bias and sex stereotyping.
4. To plan, implement and develop an inservice program (for the guidance and counseling, advising, and instructional staffs of area educational institutions and social service agencies) in identifying the handicapped, developing and monitoring individual education plans, assessment, and job placement for the handicapped.
5. To provide, through a teacher education institution, a course in learning disabilities (for the guidance and counseling, advising, and instructional staffs of area educational institutions and social service agencies).
6. To provide a special program featuring a national speaker on sex equality and occupational choice.

Methodology:

This project is designed to improve vocational guidance and counseling services through a series of staff development activities on two topics: (a) sex bias and sex stereotyping and (b) the needs and special requirements of handicapped students. Major components of this staff development plan include 1) a series of tuition-free workshops held on the Southwest Virginia Community College campus; 2) a tuition-free course in learning disabilities for project participants; and 3) a special program, featuring a national speaker on sex equality and occupational choice.

Contribution to Vocational Education:

Guidance and counseling personnel and programs play a central role in the orientation, decision-making, selection, and placement of students in vocational education programs. If sex equity and equity for the handicapped are to be assured in vocational education programs, then they must also be

assured in vocational guidance and counseling programs. This project will contribute to sex fairness and equity for the handicapped by providing in-service education training for the guidance, counseling, advising, and instructional staffs in area educational institutions and social service agencies. The anticipated contribution of this project will be the reduction of sex stereotyping and sex bias, and reduction of stereotyping of the handicapped in area educational institutions and social service agencies.

ABSTRACT

Consolidating and Expanding Sex-Fairness Gains at Tidewater Community College

Tidewater Community College

Project Director: Ms. Barbara Nudelman
Director, Non-Traditional Careers
State Route 135
Portsmouth, VA 23703
(804) 484-2121

Objectives:

1. Disseminating more widely the information about opprotunities for non-traditional students and expertise in career planning acquired during the first year of the grant period during which the Non-Traditional Careers Program was established.
2. Maintaining on campus the gains that were made in getting Tidewater Community College personnel to acknowledge sex bias in counseling and in vocational technical education and working to overcome it.

Methodology:

1. Publishing a small newsmagazine to be widely distributed in the community.
2. Repeating activities such as Career Day (in an expanded form) which brought high school personnel to campus to see and hear updated career planning information emphasizing sex-fairness.
3. Continuing periodic inservice workshops with counselors, and vocational technical faculty designed to deal with their concerns as the number of non-traditional students grows.
4. Providing support group services, library and audio-visual materials that allow the Frederick Campus of Tidewater Community College to continue to attract, retain, graduate and place in jobs students of the non-traditional sex.

Contribution to Vocational Education:

By educating both professionals and community members to the increasing opportunities for training and work acress traditional gender lines, options in vocational education will be enlarged.

ABSTRACT

Improving Vocational Guidance and Counseling Through the Reduction of Sex Bias and Stereotyping

Wytheville Community College

Project Director: Dr. Thomas L. Barnes
Dean of Student Services
1000 East Main Street
Wytheville, VA 24382
Phone (703) 228-5541 Ext. 211

Objectives:

1. To plan, develop, and implement an in-service education program for the counseling staffs of Wytheville Community College, service area schools (this includes the counties of Bland, Carroll, Grayson, Smyth, and Wythe and the City of Galax), area Human Services Agencies and regional Virginia Employment Commission Offices.
2. To analyze and evaluate the career and educational information (printed and audio-visual) available through the guidance and counseling programs as well as the library collections for evidence of sex bias and sex stereotyping.
3. To select and purchase materials to supplement and balance instructional information (both printed and audio-visual) identified in Objective 2.
4. To identify and support participation by faculty advisors in conferences and workshops which seek to increase sex fairness in instructional programs and academic practices.

Methodology:

In addressing Objective 1, Wytheville Community College will conduct a one-day workshop, entitled "Toward Sex Equity for Men and Women", during Fall Quarter, 1979. Through the utilization of external consultants and Wytheville Community College Student Services' personnel, the following will be addressed:

1. Identifying Sex Bias and Stereotyping in Counseling Approaches
2. Examining the Effects of Sex Bias and Stereotyping
3. Identifying Sex Bias and Stereotyping in Testing
4. Increasing Personal and Professonal Self-Awareness about Sex Bias and Stereotyping
5. Developing Action Plans for Working Toward Sex Equity

A consultant will be obtained who will review the materials in the career resources center, instructional tools, and the guidance and testing materials used by the counseling staff. The consultant will evaluate the collections and recommend ways to increase the sex equitable nature of the collections. Instructional materials identified by the consultant will be selected and purchased in order to maintain a materials collection which is sex equitable.

A faculty representative from each of the divisions of the college will be sent to at least one conference or workshop on the subject of sex equity in vocational education. Each participating instructor would be chosen by his/her division chairman and each will be asked to read the project description and discuss its objectives with the Project Director before attending a conference or workshop. A faculty member chosen by his/her division chairman to attend such sessions would be asked to report to his/her colleagues, at regularly scheduled division meeting, the substance of the workshop or conference so as to stimulate discussions and promote a college-wide commitment to the reduction of occupational sex role stereotyping in the academic advising process at W.C.C.

Contribution to Vocational Education:

This project will contribute to sex equity by providing in-service education training for guidance/counseling and administrative personnel and professional development opportunities for faculty advisors who play a key role in the orientation, decision-making, selection, and placement of students in vocational education programs. In addition, the project will provide for the evaluation of the career and instructional materials collections, and ways to increase the sex equitable nature of these holdings.

Through this project Wytheville Community College, service area schools, local Human Services Agencies and the Virginia Employment Commission could move to implement the concept of Sex Equity in a way that rejects the narrow definitions of the traditional male and female occupations. It will also result in a wider range of choices in all aspects of life, along with the realistic information, the expanded experiences and the encouragement needed to pursue those choices.

BUSINESS/INDUSTRY/GUIDANCE EXCHANGE

ABSTRACT

Developing Alumni and Faculty as Resources
for an Education-Business Exchange

Emory & Henry College

Project Director: Patricia B. Trollinger
Director of Career Development
Emory, VA 24327
Phone (703) 944-3121

Objectives:

1. To develop liberal arts college faculty members as a resource for business-education exchange.
2. To develop alumni as a resource for business-education exchange and to promote alumni as vocational role models.
3. To develop audio-visual resources which vicariously bring business/professional people into a college.
4. To expose students to the on-site business/professional work environment.

Methodology:

1. Conduct a workshop and small-group sessions for faculty.
2. Plan and implement a career tour with special emphasis on alumni and faculty participation.
3. Plan and implement career field trips to major Virginia cities, hosted by alumni chapters.
4. Video-tape the tours and interviews with alumni on these trips; video-tape additional career interviews with alumni.
5. Refine organization of Career Development Advisory Council.

Contribution to Vocational Guidance and Counseling:

Develop a model for training and involvement of faculty and alumni in career development programs at liberal arts colleges. Also, develop a model for rural colleges to use audio-visuals in extending possibilities for business-education exchange.

ABSTRACT

C.I.I. Project, Phase II

Lee County Public School System

Project Director: David L. Willis
Guidance and Placement Coordinator
Jonesville, VA 24263
Phone (703) 346-3762

Objectives:

To involve counselors as facilitators of the C.I.I. Phase II Project and to coordinate the personnel interchange. Provide for each vocational education instructor the opportunity to observe two or more area business/industry firms whose employment needs are related to the area of the instructor's vocation. Provide for student participation in business/industry field trips and Lee County Career Day Program. Extended efforts will be made to encourage instructors to create and coordinate a student's World of Work Day experience.

Methodology:

Provide inservice training for counselors and vocational teachers. Counselors will serve as mediators between educators and business/industry. Vocational teacher will select two or more business/industry firms to observe whose employment needs are related to the vocational area of instruction. Vocational teachers will develop classroom teaching materials. Counselors and vocational teachers will plan and conduct student field trips to area business/industry. Plan and conduct for counselors, vocational teachers, business/industry personnel and students a Lee County Career Day.

Contribution to Vocational Guidance and Counseling:

1. First hand knowledge of the vocational opportunities available to Lee County students.
2. Closer working communication between counselors and vocational educators.
3. Assisting students with a realistic approach to the area's job market.
4. Orientation, decision making, selection, and placement of students in vocational programs and entry level jobs.

ABSTRACT

Vocational Exploration Through Interchange of Students/Advisers/Faculty with Business/Industry

Lynchburg College

Project Director: Thomas C. Tiller, Jr., Ph.D.
Dean of Student Affairs
Lynchburg, Virginia 24501
Phone (703) 845-9071 ext.280

Objectives:

1. To enhance the practicality of the vocational exploration of students who are undecided about a major or vocation.
2. To better acquaint employers with the capabilities and skills of students and the content of the College curriculum.

Methodology:

1. Fifty students who are undecided about a major or vocation selected from one hundred thirty-five freshmen participants in career planning workshops will be identified by September 28, 1979 for participation.
2. Beginning October 1, 1979, career plan assessment interviews, appropriate testing or inventorying will be conducted.
3. Beginning November 5, 1979, counselor assisted student career exploration through the Educational Testing Service System of Interactive Guidance and Information (SIGI) will be conducted.
4. Beginning January 7, 1980, Day-on-the-Job sponsors will be recruited.

ABSTRACT

INFORM 80: A Continued Interchange with Business and Industry

Piedmont Virginia Community College

Project Director: Dr. Charles Dassance
Director of Student Service
PVCC-Rt. 6, Box 1-A
Charlottesville, VA
Phone (804) 977-3700 Ext. 212

Objectives:

1. To provide counselors and vocational instructors with an opportunity to learn about the local employment structure.
2. To assist counselors, vocational instructors, and personnel directors in developing strategies for assisting students in effective job-hunting activities.
3. To provide citizens of the region with opportunities to obtain information about the available employment and training opportunities in the area.
4. To provide a selected group of students with training in the area of effective job-hunting.
5. To develop a model for gathering and presenting "career relevant" information to the public and to produce this information using the model for at least three of the College curricula.

Methodology:

1. Conduct a one-day workshop for area counselors and vocational instructors which would focus on local employment information and Fair preparation.
2. Provide a nationally known expert in the field of Career Development and Job-Hunting as a speaker for a Dinner Meeting of educators, business and industry, and agency personnel and as a seminar leader for PVCC students.
3. Plan and sponsor a one-day Career and Education Opportunity Fair at PVCC.
4. Plan and sponsor a one-day in-service program for PVCC administrators, counselors, and faculty which would center on the development of "career relevant" information for the College curricula, and provide on-going support to faculty and staff in developing this information and a model.

Contribution to Vocational Guidance and Counseling:

Will provide in-service training to counselors, vocational educators, personnel directors and agency personnel directors and agency personnel; will continue activities which have promoted cooperation and dialogue among these groups; and will link these groups together in providing career information to the community.

ABSTRACT

Student Externships & Alumni Recruitment
(& information services) for Career Help (SEARCH)

Randolph-Macon College

Project Director: Dr. Russell A. Bourne, Jr.
Director, Counseling & Career Planning
R-MC
Ashland, VA 23005
Phone (804) 798-8372 Ext. 270

Objectives:

1. To develop in the individual a "mature career plan" by: a) generating an awareness of the various career options, b) understanding one's own abilities, interests & values as they relate to occupations, c) synthesizing facts & knowledge of self and the world of work, d) exploration of a chosen career field.*
2. Recruitment of alumni to act as career consultants.
3. Expansion of resources by the addition of a personal reference source.

Methodology:

1. Testing
2. Develop externships for R-MC students (priority given to sophomores and juniors) with alumni whose occupation matches the chosen career of the student.
3. Recruitment Service through which alumni report actual job openings.
4. Information Service which will provide the student with an alumnus in his/her field of interest(s) who can be contacted to answer questions. The counselor may also contact the alumnus. The contact may be done by telephone or on-site visit(s).

Contribution to Vocational Education:

To alleviate the pattern of post graduation job dissatisfaction and subsequent unemployment.

*Extrapolated from "Translating Student Development Concepts Into Practice" by Dr. Theodore K. Miller.

ABSTRACT

Job Opportunities Fair For High School Seniors

Richmond Chamber of Commerce

Project Director: Ms. Ellen Chewning
Supervisor of Guidance Services
Richmond Public Schools
301 North 9th Street
Richmond, VA 23216
Phone (804) 780-5340

Objectives:

The objectives of this project are:

1. To hold a Job Opportunity Fair, at which graduating seniors, seeking full-time employment, will have interviews with prospective employers in their field of interest.
2. To conduct a series of in-school activities designed to inform high school seniors of job opportunities in business and industry, and the skills required.
3. To give added status, similar to that enjoyed by college-bound students, to those students preparing to enter the labor market upon graduation from high school.
4. To expand the vocational guidance and counseling services to students through a collaborative interchange between school guidance counselors and business and industry.

Methodology:

The Job Opportunities Fair will be held in Spring 1980 in the Richmond Coliseum or similar public setting. Member firms of the Chamber of Commerce will establish booths (with displays and descriptive literature about employment opportunities offered by them). Personnel will be on hand to conduct initial interviews, and to make job offers to high school seniors who have the necessary qualifications or potential.

The Fair will be preceded by a series of in-school guidance activities in which students study job opportunities in Richmond, fill out application blanks, and practice interviewing skills.

An estimate of 400 seniors interviewed by at least two firms has been projected. Representatives of business and industry, guidance counselors, and seniors from all Richmond High Schools will constitute an advisory committee to help develop plans for the Fair, monitor activities, and evaluate the project.

Contribution to Vocational Guidance and Counseling:

Although the Fair is designed for high school seniors, the "ripple effect" will inspire students at all high school grade levels. Information

disseminated to teachers, guest speakers from the Chamber, and the impact of 400 students going for job interviews on the same day (with a sizeable number obtaining jobs) will influence non-seniors and make them more aware of job opportunities and the need to prepare for these opportunities.

The effect on vocational guidance and counseling services will also be significant. Counselors will be more knowledgeable about jobs and the needs of students preparing for these jobs. Strategies for helping students prepare for interviews and prepare applications will be developed and tested during this project.

ABSTRACT

A Proposal to Improve Vocational Guidance and Counseling at Sweet Briar College By Increasing Student Awareness of and Communication with Business and Industry

Sweet Briar College

Project Director: Mrs. Carter H. Hopkins
Director of Career Planning
P. O. Box AT
Sweet Briar, VA 24595
Phone (804) 381-5593

Objectives:

1. To expand and update the career planning library into a Career Resources Center.
2. To compile employer directories of major employers and their personnel needs in Northern Virginia and in Richmond, Virginia.
3. To design and implement a Career Planning Course during the January Winter Term, which will conclude with each student participating in a "shadowing" experience in the business community.
4. To develop an Alumnae Network of contacts to aid students in locating internships and "Shadowing" experiences in the business community.

Methodology:

1. Increase the number and types of printed career materials in the career planning library and provide a computer terminal in the Career Resource Center that contains the interactive SIGI career planning program.
2. Interview at least 15 major employers in Northern Virginia (Alexandria, Arlington and Fairfax County) and in Richmond, Virginia about entry-level positions for liberal arts graduates and collate this information into separate directories to be placed in the Career Resource Center for student use.
3. Develop and present a 6-session Career Planning Course for January, 1980, based on the Career Skills Assessment Program (CSAP) of the ETS. During the final week of January, students will participate in a "shadowing" experience in the business community.
4. Develop an Alumnae Network, using a promotional brochure with stamped, standardized reply card, to build a reference directory of possible internship and/or "shadowing" experiences for Sweet Briar students.
5. Evaluate and publish the results of each project by June 30, 1980.

Contribution to Vocational Education:

All important, direct contacts between Sweet Briar students and the business community will be increased. As a result, more students will have a greater opportunity to actively study a variety of career options and to make more realistic career choices at graduation. All or any portion of this proposal could be adapted to any post-secondary program of vocational guidance with the same, or even greater, success.

ABSTRACT

Improving Vocational Guidance and Counseling
Through an Exchange with Business and Industry

Tidewater Community College
(Virginia Beach Campus)

Project Director: Mr. Samuel H. Lamb, II
Coordinator, Cooperative Education/Placement
1700 College Crescent
Virginia Beach, VA 23456
Phone (804) 427-3070, Ext. 141

Objectives:

1. To improve vocational guidance services by bringing business and industry personnel into the college classroom,
2. Take counselors, faculty, and students into business/industrial and institutional settings,
3. Increase business and industry awareness of student employment interests,
4. To provide twenty-one trips for the school year, seven each quarter.

Methodology:

To meet the above objectives, trips will be arranged to local business, industry, and institutional settings. The trips will be planned by a consulting coordinator who works closely with faculty members from a variety of curriculum. The Interchanges are designed to give the students an overview of the company's operation with a review of the types of employment available. Students also will have the opportunity to accompany employees to their work locations (shadow experience). During this time, the college participants will observe the work locations and the work itself. They will be encouraged to interact with the employees. Following the "Shadow" segment of the visit, the colege participants will meet as a group to share their new experiences. In addition to these Interchange visits, guest speakers will also be invited to the campus.

Contributions to Vocational Education:

The program will be very valuable for Tidewater Community College and the Cooperative Education Office. The Interchanges will acquaint many businesses with the programs offered at Tidewater Community College. It will give business and industry an opportunity to become involved with the college and make them aware of the students. Most importantly, it will offer a new learning experience for the students.

ABSTRACT

A Program to Increase the Interchange
Between the Schools and Business/Industry

Virginia Union University

Project Director: Mrs. Emily B. Poole
Director, Career Planning and Placement Office
1500 North Lombardy Street
Richmond, VA 23220
Phone (804) 359-9331 Est. 333

Objectives:

1. To continue enabling faculty and students to be better informed of and acquainted with the many career opportunities in Business and Industry and the qualifications needed to enter those careers.
2. To continue helping potential graduates of a Liberal Arts College identify new career options open to them.
3. To continue helping students develop a clear understanding of the relationship between academic performance and career opportunities.
4. To continue helping potential graduates improve their job getting skils.
5. To continue providing a vehicle that will enable the Businesses and Industries in the Richmond area to facilitate the transition of students from the academic setting of the university to the world of business.
6. To enlist the active support of former graduates of the university who are now employed in business and industry in the task of helping another generation of students prepare for careers in business and industry.
7. To acquaint businesses and industries in the Richmond area with the many ways businesses can assist the university in introducing, training, and placing former and prospective graduates.

Methodology:

To meet the objectives stated above, Virginia Union University will implement the following activities:

1. A host of information concerning the various career opportunities will continue to be on display in the Career Development Office. Announcements of such will continue to be made throughout the year. Faculty members and students will participate in seminars, workshops, and class lectures. Also faculty will participate in two specially planned conferences featuring consultants on careers.
2. Once per month freshmen and senior students will participate in seminars and guided tours of local businesses and industries. At each location students will be briefed on positions available to college graduates and techniques of job application. In addition, campus interviews will be scheduled each week throughout the year.
3. Seminars, panel discussions, etc. involving representatives of businesses, industries, corporations, and education--students and faculty--will be conducted in an attempt to develop a clear understanding of the relationship between academic performance and career opportunities. (High School

students, contacted through the Upward Bound Program at Virginia Union University, will be invited to participate in all activities sponsored by the Business and Industry Program).
4. Students will develop job getting skills through classroom workshops, seminars, and role playing activities.
5. Students will receive on-the-job training and exposure to the business world through participation in the Cooperative Education Program, Summer Internship Program, and Summer Job opportunities.
6. An advisory committee, consisting of 25 Virginia Union University graduates presently employed with Richmond area businesses and industries, will have the responsibility of arranging and conducting visits throughout the year.

Contributions to Vocational Education:

The activities proposed in this project will contribute to vocational Guidance and Counseling in the following ways:

1. Career counseling and active community involvement from businesses, corporations, agencies, etc. will assist the students during the college years to analyze interests, aptitudes, personal traits, values, attitudes, and desired life styles.
2. Participants will obtain occupational information including exploratory experiences such as coop-rative education, internships, part-time and summer work.
3. Career counseling and active community involvement activities will allow the students to set short and long range goals.
4. Students will be assisted in matching employment fields and types of employees with work alternatives.
5. Businesses, Industries, and Corporations will work cooperatively with the university in training students in job finding techniques and skills.

ABSTRACT

Expanding Occupational Information:
A Cooperative Venture by the Roanoke Valley Education Consortium

Virginia Western Community College

Project Director: Dr. Dale S. Furbish
Director, Career Development
3095 Colonial Ave., S.W.
Roanoke, VA 24015
Phone (703) 982-7237

Objectives:

1. To localize computerized occupational information currently available to secondary and post-secondary schools in the Roanoke Area.
2. To produce and distribute a slide/sound presentation of regional occupational opportunities.
3. To up-date occupational/educational information resources currently available to residents of the Roanoke Area.
4. Consolidation of a Speaker's Bureau.

Methodology:

1. A survey will be conducted to record employment opportunities with 90% of Roanoke employees with twenty-five or more employees.
2. Information gathered from the survey will be incorporated into the Roanoke Career Education Consortium Computer network, thus being available to secondary and post-secondary schools in the area.
3. Photographic slides and descriptions of the major employers in the Roanoke area will be created and distributed to area educational institutions.
4. Commercially available occupational information resources will be obtained to up-date the holdings of Virginia Western Career Center. This Center is open to all residents of the Roanoke area.
5. A comprehensive listing of resource personnel who are willing to discuss various occupations will be assembled and distributed.

Contribution to Vocational Education:

A wide variety of useful, local information will be made available to students and community residents. This information will accurately reflect local employment possibilities and will be the product of cooperation among education, business and government.

ABSTRACT

Project IMPACT-Between Business/Industry and Education

Wytheville Community College

Project Director: Dr. Thomas L. Barnes
Dean of Student Services
1000 East Main Street
Wytheville, VA 24382
Phone (703) 228-5541, Ext. 211

Objectives:

1. Increase participants' (counselors, vocational instructors, students) awareness of job demands, working conditions and job expectations, training pre-requisites and manpower needs of area businesses and industries.
2. Broaden counselor and instructor knowledge of current career trends and developments in vocational guidance.
3. Infuse more job related (career) information into academic courses.
4. Improve communications among business, industry and education in the region.

Methodology: The college will:

1. have five one-day tours of 20 to 25 businesses and industries which employ more than 50 employees for college and school counselors, instructors and administrators.
2. sponsor one workshop for business/industry personnel managers to share with counselors and instructors information concerning manpower qualifications, personnel policies, and training desired for job applicants.
3. have each professional staff member (6) in the counseling department spend six days "shadowing" different persons in various vocations.
4. develop a program of classroom visitations (approximately 25 visits) by representatives of business/industry and education to discuss the world of work. These visits will be videotaped at instructors' requests.
5. select one student per college instructor (50) to shadow a person in a related business/industry for one day. An oral report and discussion will then be presented to the entire class.
6. coordinate ten business/industry tours for students to visit areas related to their course of study.
7. arrange for seven counselors and/or vocational instructors to attend various state and national conferences/workshops to gain better perspectives of vocational/career programs, techniques and developments.
8. sponsor one in-service training program for faculty/staff to learn of innovative methods for infusion of career information into academic courses.
9. update and enlarge the collection of career/vocational information for staff and student use and publicize availability of information more widely to potential users.

Contribution to Vocational Education:

Participants will have a new awareness of the realities of the changing world of work. Business and industry will see a concerned effort by educators to give prospective employees more realistic preparation and expectations for their work.

HANDICAPPED

ABSTRACT

"Yeah, But" A Counselor Awareness Seminar For the Handicapped

Mountain Empire Community College

Project Director: Peggy Durham
Counselor
Big Stone Gap, VA 24219
Phone (703) 523-2400

Objectives:

1. To increase by 30% the knowledge base of participants working or anticipating working with the handicapped.
2. To increase by 30% the knowledge base of the participants concerning the legal parameters relating to educational support of the handicapped.
3. To increase by 30% the ability of the participants to distinguish definitions of differences between handicapping conditions.

Methodology:

1. Organize, coordinate and host a one-day workshop on "Handicapped Awareness."
2. Survey potential participants for topics of discussion.
3. Contact consultants for delivery of requested topics and activities.
4. Develop and administer appropriate evaluative instrument on December 14, 1979.
5. Complete evaluation report of seminar by January 1, 1980.

Conbribution to Vocational Education:

It is anticipated that this seminar will facilitate a better understanding of the vocational needs of the handicapped and the adaptation of existing vocational services to meet these special needs is expected. The participants will be more knowledgeable and familiar with the various resources and services available for the handicapped.

ABSTRACT

The Handicapped Have Career Education Needs, Too

Norfolk City Schools

Project Director: Dr. Pamela C. Kloeppel
Director of Guidance
800 E. City Hall Ave.
Norfolk, VA 23510
Phone (804) 441-2311

Objectives:

1. To familiarize counselors with handicapping conditions and the career education, pre-vocational and vocational needs of handicapped students.
2. To increase couselors' knowledge of the current and future employment sites for the handicapped.
3. To increase counselors' knowledge of entry level job requirements, i.e. training; age; certification; union membership and dues; for the handicapped.
4. To increase counselors' knowledge of vocational opportunities for handicapped students in Norfolk Public Schools.
5. To provide a rudimentary program of career education to 200 handicapped students in the secondary schools in Norfolk Public Schools.
6. To develop a "Career Speakers and Role Model File for the Handicapped."
7. To produce a computerized file of "Services in the Commonwealth of Virginia for the Handicapped."
8. To place audiovisual and printed materials appropriate for use with handicapped students in each Career Education Center in the fourteen secondary schools in Norfolk Public Schools.
9. To hold a conference for 75 counselors and vocational instructors "Handicapped Need Vocational Training, Too."

Methodology:

Counselors will take a graduate course, "Handicapping Conditions and the Counselor's Role in P.L. 94-142," as well as a non-college credit course touring fifteen job and/or training sites for the handicapped in Tidewater. There will also be three additional lectures about vocational opportunities in Norfolk Public Schools for the handicapped, use of a computerized file of "Services in Virginia for the Handicapped," and producing a file of "Career Speakers and Role Model File for the Handicapped." Counselors will hold career education sessions for 200 handicapped students either through small groups or individual orientation to Career Education Centers in the secondary schools in Norfolk Public Schools.

Contribution to Vocational Guidance and Counseling:

The counselors in Norfolk Public Schools will understand the unique career education needs of the handicapped and will learn the job and/or training sites for the disabled in Tidewater. Furthermore, at least 200 handicapped students will be oriented to career education through a group

guidance program or the Career Education Centers in their schools. Thirdly, the computerized file of "Services in the Commonwealth of Virginia for the Handicapped" will be available to the 2872 handicapped students in Norfolk Public Schools, their parents, teachers, and counselors. Fourthly, the "Career Speakers and Role Model File for the Handicapped" will be used by counselors and the Department of Special Educational Services to meet the career education needs of disabled students.

ABSTRACT

Improving Vocational Guidance and Counseling

Northern Virginia Community College

Project Director: Ms. Barbara Laime
Counselor
6801 Sudley Road
Manassas, VA 22110
Phone (703) 368-0184

Objectives:

To improve vocational guidance and counseling services to students through improvement of special services for the handicapped.

Methodology:

These objectives would be achieved through participation in an intensive one and a half day workshop experience with a one-day follow-up experience approximately one month later. Several large group information sessions would be held in addition to a number of small group interactive sessions led by trained group facilitators.

Contribution to Vocational Education:

Meeting the education and employment needs of the handicapped has been a responsibility of specialized public agencies for a long time. What is new is the emergence of legislative recognition of this responsibility of all public agencies and institutions. There is a lack of background among many educators as to the optimum ways of serving the handicapped in order to prepare them for jobs that will be available to them. In order to serve handicapped students well, contacts with employers must be initiated and developed into productive working relationships.

ABSTRACT

Special Needs for Special People: Improving Vocational Guidance and Counseling for the Handicapped

Piedmont Virginia Community College

Project Director: John Callander
Counselor
Rt. 6, Box 1A
Charlottesville, VA 22901
Phone (804) 977-3900

Objectives:

1. To provide an opportunity for key faculty, staff, counselors and students to experience and learn appropriate techniques to communicate with, and heighten their awareness of, handicapped individuals.
2. To develop a method of identifying handicapped students and to formulate an early notification process for faculty to aid in the students smooth transition into their chosen curriculum.
3. To investigate the need for a co-ordinated community effort in the vocational placement and referral of handicapped individuals.

Methodology:

1. To develop and implement an intensive "sign language" workshop for PVCC faculty, staff, and students to heighten their awareness of handicapped needs.
2. To develop and implement an outreach program, staff development and handicapped awareness classes for college credit.
3. To identify and visit colleges with a model program of identification and early notification of handicapped students, and conduct preliminary ground work toward future implementation of a co-ordinated handicapped referral program.

Contribution of Vocational Education:

This project will provide better services to handicapped individuals through the training of faculty, counselors and staff and the development of procedures designed to help the handicapped obtain their career goals. It will also increase the general college population's awareness of the special needs of the handicapped.

ABSTRACT

Improving Vocational Guidance and Counseling for Handicapped Students

Prince Edward County High School

Project Director: Mr. Leon A. Moton
Director of Vocational Education
Rt. 4, Box 370
Farmville, VA 23901
Phone (804) 392-6167

Objectives:

1. To provide inservice education for guidance and other appropriate staff.
2. To provide opportunities for handicapped students to meet and observe handicapped work role models.
3. To develop information programs for handicapped students and their parents or guardians.
4. To develop career decision-making programs.
5. To develop local career information.
6. To conduct a survey of services available to handicapped students.
7. Purchase career guidance materials.
8. To develop an employability skills program.
9. To promote sex equity in vocational guidance and counseling for handicapped students.

Methodology:

1. Inservice education will be provided using consultants from the State Department of Education, colleges and universities and agencies that provide services to handicapped individuals.
2. Handicapped students will be provided opportunities to meet, talk with and observe handicapped individuals located by the project.
3. Information programs covering various topics will be developed and implemented.
4. A career decision-making program will be planned and implemented.
5. Local career information will be developed and shared with students.
6. Services available to handicapped students will be researched.
7. Career guidance materials will be reviewed and purchased.
8. An employability skills program will be developed and implemented.
9. Measures will be taken to promote sex equity in vocational guidance and counseling for handicapped students.

Contribution to Vocational Education:

1. Provide inservice training to guidance personnel.
2. Provide handicapped students opportunities to meet and observe work role models.
3. Develop information programs for handicapped students and their parents/guardians.
4. Provide local and commerical career information.
5. Promote sex equity in vocational guidance and counseling, and develop employability and decision-making skill programs for handicapped students.

ABSTRACT

Improving Vocational Guidance and Counseling Services for the Handicapped Secondary Student through In-service Training of Vocational Teachers and Guidance Counselors

Radford University

Project Director: Dr. Joseph A. Kloba
Associate Professor of Education and
Chairman, Counseling and Student Development
Program
Norwood Street
Radford, VA 24142
Phone (703) 731-5382

Objectives:

This project will improve vocational guidance and vocational training for handicapped students in the Roanoke County/Salem City public schools by:

1. Developing and implementing a comprehensive educational workshop for handicapped students and their parents/guardians living in the Roanoke Valley and that focuses on (A) legal, educational, and employment rights of the handicapped, (B) special educational and community services available to the handicapped, (C) individual handicapped student--parent development of an educational-employment plan consistent with student strengths and work-world realities.
2. Developing, for national distribution, a ½ hour radio program that reviews educational-employment preparation considerations for handicapped students and their parents/guardians.
3. Organizing, designing and implementing two graduate credit granting courses for the in-service training of secondary school counselors and vocational instructors with a focus on (A) reducing handicapped stereotyping and bias, and (B) designing appropriate teaching-counseling strategies for working with handicapped students.
4. Developing a counseling model with appropriate learning activities to help students focus on the development of special educational and employability skills.

Methodology:

1. A two hour orientation and counseling workshop will be developed that will (1) succinctly and cogently review rights of handicapped students and services available to them in the state and Roanoke area, (2) provide an accompanying package of written materials that will supplement the presentation, (3) enable handicapped students to schedule a series of 1-3 counseling sessions with a project trained secondary counselor.

ABSTRACT

Providing Counseling, Career Information, and Coordination to Handicapped Students in the Employment Training Program

Valley Vocational-Technical Center

Project Directors: Ms. Elizabeth Curry, Counselor
Ms. Berchie Haycock, Curriculum Specialist
Fisherville, VA 22939
Phone (703) 886-2379

Objectives:

1. To provide inservice programs (consultants and/or workshops) for counselors and teachers in such areas as (a) development and monitoring of individual education plans, (b) assessment, and (c) job placement for the handicapped.
2. To develop an employability skills program (job seeking, interviewing, resume development, etc.) for use with handicapped students.
3. To further coordinate and refine training and placement services provided by the Woodrow Wilson Rehabilitation Center through the Department of Rehabilitation Services.
4. To establish a career resource center for the handicapped students.
5. To involve parents by requesting and using parent volunteers, and by teachers making home visits.

Methodology:

All counselors and teachers, especially those involved with the Employment Training Program, will be provided inservice activities dealing with the handicapped student. Also, those teachers involved with the Employment Training Program will be given the opportunity to encourage parental involvement through volunteers and home visits. An employability skills program and a career resource center will be developed and established. Training and placement of handicapped students will be further coordinated with Woodrow Wilson Rehabilitation Center.

Contributions to Vocational Education:

1. Teachers and counselors will have a greater understanding and knowledge of individual educational plans, assessment, and job placement for handicapped students.
2. Handicapped students will have participated in an employability skills program and have access to a career resource center.
3. A further cooperative effort for job training and placement of handicapped students with Woodrow Wilson Rehabilitation Center will have been established.
4. Parents will have become involved with their children's educational and career plans through serving as volunteers for the program and through home visits made by the teachers.

ABSTRACT

Two Week Workshop for Supervisors of Vocational Guidance in Services to Handicapped Youth

Virginia Polytechnic Institute and State University

Project Directors: Dr. Carl McDaniels, Program Area Leader
Counselor Education, Virginia Tech
Dr. Charles Humes, Director of Pupil Personnel Services, Greenwich, Connecticut
205 UCOB
Blacksburg, VA 24061
Phone (703) 961-6890

Objectives:

1. There will be a review of all applicable federal statues that pertain to educational services for handicapped students. P.L. 94-142 will be emphasized along with its implications for guidance and counseling personnel.
2. There will be an overview and description of the various handicapping conditions that may affect students in their school districts.
3. There will be a detailed analysis of the Individual Education Programs, Least Restrictive environment and due process procedures for handicapped students.
4. They will discuss the role of counseling and guidance services under P. L. 94-142 and P. L. 94-482. This discussion will include methods of counseling handicapped students, parent counseling and training, and emphasize vocational guidance and counseling including placement counseling.
5. They will develop, as a term project, a plan for a comprehensive program of vocational guidance and counseling services for handicapped students under the supervision of the consultant, an authority on special services to handicapped students in the pupil personnel services field.

Methodology:

1. The County and City Supervisors of Guidance will learn about P.L. 94-142 and P. L. 94-482 and the implications of these federal statues for providing services to handicapped youth. They will also discuss the status of current Virginia statues pertaining to handicapped persons.
2. Through films, books, articles, and discussions, the Supervisors will learn about the various handicapping conditions.
3. Individual Education Programs, least restrictive environments and due procedures will be covered using readings, lectures, and discussions.
4. Strategies of providing vocational guidances and counseling services to handicapped students and their parents will be discussed. The discussions will emphasize implementation in school settings.
5. The Supervisors will develop a plan for a comprehensive program of vocational guidance and counseling services for handicapped students. The plan will be a culminating experience subsuming all previous learnings.

Contribution to Vocational Education:

The participants will develop a concrete plan for a comprehensive program of vocational guidance and counseling services for handicapped students in their school districts. It will facilitate change by having individuals in leadership roles participate in the workshop. These individuals have the power to make programmatic changes in their school districts. Also, it will give the participant the skills and knowledge necessary to provide training to counselors and vocational educators within their school districts.

ABSTRACT

Inservice for Improving Vocational Guidance and Counseling for the Handicapped

Virginia Commonwealth University

Project Director: Dr. John Oehler, Coordinator
Office of Continuing Education
School of Education
Virginia Commonwealth University
Richmond, Virginia 23230
Phone: (804) 257-1322

Objectives:

1. To provide eight (8) workshops, each two days in duration for approximately 160 school counselors. Information covered will include: characteristics of different handicapping conditions, identification of the handicapped, nondiscriminatory evaluation, IEP development, confidentiality provisions, consulting with parents and other professionals involved with the handicapped student, and coordinating the program placement and vocational guidance process.
2. To provide information in each of these workshops on vocational assessment, on-the-job training, placement, and employer counseling; to discuss the role of the rehabilitation counselor with the school counselor.
3. To provide in-the-field observation and brief practice with handicapped adolescents and young adults who are participating in the educational process and who have been placed into competitive employment.

Methodology:

There will be a total of eight workshops provided for middle school and high school counselors. A variety of instructional techniques will be used including panel presentations, audio-visual materials, small group case study, and short-term field observation and practicum.

Contribution to Vocational Guidance and Counseling:

This project will contribute to vocational guidance and counseling by training 160 school counselors to better provide services for handicapped students. Both vocational education and the handicapped students served will benefit through the provision of high quality vocational guidance and counseling services.